

Survey of **Employers of 07/08 Graduates** – Conducted Spring 2009

Georgia Southern University, College of Education

All Programs

SUMMARY OF RESPONSES

Responses n=206 of 407 employer addresses* of 607 Graduates in 07/08

51% Return of surveys mailed to employers

34% of total 07/08 graduates

** addresses from DOE data in the BOR's DataMart.*

1. Degree completed in 06/07: **99 BSED** **6 MAT** **47 MED** **29 EDS** **25 EDD**

2. Program area completed in 06/07:

1 – Art Education	3 – Teaching Field – Family & Consumer Sciences
3 – Business Education	1 – Teaching Field – History
49 – Early Childhood Education	1 – Teaching & Learning MED
4 – English Education	20 – Teaching & Learning EDS
4 – Health & Physical Education	2 – Technology Education
5 – Mathematics Education	11 – Counselor Education
21 – Middle Grades Education	5 – Curriculum Studies EDD
4 – Reading Education	20 – Educational Admin EDD
3 – Science Education	11 – Educational Leadership
4 – Spanish Education	1 – Higher Education
19 – Special Education	9 – Instructional Technology
1 – Teaching Field – Chemistry	4 – School Psychology

3. Employee's current position: (** one returned form had both Teacher and Assistant Principal checked.*)

<u>159</u> Teacher	<u>11</u> School Counselor	<u>2</u> School Psychologist
<u>13</u> Assistant Principal	<u>4</u> Principal	<u>1</u> Superintendent
<u>4</u> Media Specialist	<u>8</u> Other	<u>5</u> No Response

4. Current position Grade Level: various

5. Subject Matter: various

6. Number of years in current position: Avg. 2.54

7. Number of years teaching experience: Avg. 4.53

USING THE STATEMENTS BELOW, TO WHAT DEGREE DOES THE EMPLOYEE NAMED ABOVE, EXHIBIT PREPARATION IN THE FOLLOWING AREAS:

Circle the number that best describes the employee's preparation

5-Very strong 4-Strong 3-Adequate 2-Weak 1-Very weak

AVERAGE

8. Knowledge of human development and learning (including cognitive, social, physical, and emotional growth of all students).	4.31
9. Ability to support diverse groups of learners (including cultural, linguistic, learning, and developmental needs and/or backgrounds).	4.32
10. Understanding of subject matter with sufficient depth and versatility so that all students make meaningful connections with the content.	4.33
11. Ability to plan and adjust instructional methods and strategies based on individual needs so that all students make meaningful connections with the content.	4.30

12. Ability to create a classroom environment and learning opportunities that focus on engaging all students in learning, collaboratively and individually.	4.35
13. Ability to use multiple forms of assessment as part of the on-going teaching-learning process.	4.22
14. Ability to integrate technology and other multimedia resources appropriately to maximize student learning opportunities for all students.	4.29
15. Ability to exemplify stewardship of the profession by reflecting on my practice, seeking opportunities to improve instruction, assuming responsibilities for my continued learning, and actively participating in school renewal.	4.33
16. Ability to foster relationships with school colleagues, parents, and agencies in the larger community to support all students' learning and well-being.	4.35
17. Ability to articulate his/her own philosophy of education that is grounded in the knowledge base of the profession and to base instructional decisions on those beliefs.	4.30
TEACHER EDUCATION PROGRAMS 18. Competence in the use of the English language, clearly and accurately communicating in both oral and written form.	4.71
NON-TEACHER EDUCATION PROGRAMS 18. Ability to demonstrate leadership and effective strategic planning and management of programs to support student learning and development.	4.51
19. Ability to demonstrate the knowledge, skills and dispositions of the profession. This is evidenced by his/her continuing professional development, decision making abilities, research-based practices, and abilities to effectively collaborate and to promote positive change.	4.36
20. Ability to advocate for the right and needs of all persons by recognizing the uniqueness of each person, addressing issues of culture, diversity and equity, and being sensitive to and rejecting prejudice.	4.32
21. Ability to integrate technology in professional practice and to use technology for the purpose of collecting analyzing data to reflect on his/her practice.	4.29
22. Ability to engage in self-assessment of professional practice by monitoring, assessing and analyzing the results of his/her work and making appropriate adjustments.	4.26

23. What do you consider to be the strongest elements of the employee's preparation?

Available on request.

24. What recommendations can you provide for improving the employee's preparation?

Available on request.